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**Lebanon Campus**

**HARRISBURG AREA COMMUNITY COLLEGE**

**SOCIAL SCIENCES DIVISION**

**COURSE SYLLABUS**

Instructor: Mr. Larry R. Geib

SUBJ & NUM: HIST 202

Course Title: Western Civilization II

Term & Year: Spring 2012

CRN & Credit Hours: 33062; 3 credits

Class Room #: 108 PHS

**PALMYRA AREA HIGH SCHOOL  
1125 PARK DRIVE**

**PALMYRA, PA. 17078**

[**Larry\_geib@pasd.us**](mailto:Larry_geib@pasd.us)

**(office hours will be from 7:30 am until 3:45 pm or as needed)**

**Catalog Description** : Survey of the growth of civilization in Western and Eastern Europe after the Reformation to the present.

**Prerequisite Course(s)** : None

**Text(s), required** : Chambres, Hanawalt. The Western Experience. Vol. II . New York, NY: McGraw Hill.

**Learning Outcomes** :

Upon successful completion of this course, the student will be able to:

* Recognize the history of Europe since 1715.
* Write essays on specific topics in Western Civilization.
* Chart map projects which highlight the relationship between geography and historical development in Europe since 1715.
* Describe the interrelationships between Europe and the rest of the world.
* Create an interest in history resulting in additional reading, travel, and enrollment in another course.

**Method of Instruction:**

Lecture

Class Discussion

Share Experiences

Student Debate

**Grading System & Course Requirements (exams, papers, lab procedures, lab supplies, etc.):**

Each student will be required to complete:

1. Historical Book Report – book assigned by the teacher (there will be both a written paper and oral presentation to the teacher where questions dealing with historical preparation will be discussed.)
2. Each student is assigned a series of Historical Readings from four source books: *Everyman in Europe I & II*  and *Aspects of Western CivilizationI & II.* My students than create Historical Reading Research Papers based on the idea of the Document Based Essay Questions of the AP Exams. The grading system is as follows:

**Oral Grade - 100 points**

**40 points - visual aid**

**20 points - outline given to fellow students**

**40 - presentation**

**Written Paper Grade - 100 points**

**20 points - Bibliograpgy ( must use MLA style )**

**80 points - Written Paper**

**Book Report**

**Written Paper Grade - 100 points**

**Oral Individual Discussion - 100 points**

**CLASS PARTICIPATION:**

Students are free to raise questions to seek clarification of lecture and textbook information and to challenge the instructor, but no points for a grade are awarded for class participation unless they are related to an assigned class project.

1. Here is a list of Observations/Questions pertinent to the evidence taken from AP material to help students analyze evidence and interpretations presented in historical scholarship. (Not all of the following will be relevant to each document.)
   1. What is the literal meaning of the document?

Biography of the author(s)

Outline of historical times it is written in

Reasons for the document being written

Reaction of others to the writing of the document

* 1. How well situated was the author to observe and record the event?
  2. Is bias a factor? (ideological, class, personal)
  3. Is specialized information necessary to understand the document? If so, for which parts?
  4. Does the report correspond to the dictates of formal common sense?
  5. Is there corroboration with others?

1. Maps and Map Tests on geography, history, and modern states of Europe.
2. Unit Examsto include: short answer, multiple-choice, time lines, matching and essay both in class and take home. Questions for each section will include both an analytical and interpretive nature.

**In class exam - 100 points each**

**take home essay - 50 points**

  There will be a total of 6 exams for the course.

The Students Final Grade will be determined by taking the total number of points they have earned on exams and projects and dividing it by the total number of points for the course to get their precent.

**Point Distribution:**

**PHS Grading System HACC Grading System**

**A = 93-100 A = 90-100**

**A- = 90-92 B = 80-89**

**B+ = 87-89 C = 70-79**

**B = 83-86 D = 60-69**

**B- = 80-82 F = 59 and below**

**C+ = 77-79**

**C = 73-76**

**C- = 70-72**

**D+ = 69-67**

**D = 63-66**

**D- = 60-62**

**F = 59 and below**

**Attendance & Withdrawal Policy** :

**ADMINISTRATIVE PROCEDURE 661**

STUDENT ATTENDANCE

**I. PURPOSE**

Provides procedures for faculty to administer College-approved attendance policies for lecture courses and laboratories. (College Policy661).

**II. DEFINITIONS**

Excused absence – An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class.

Unexcused absence – an absence that is not excused.

**III. PROCEDURES**

1. The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans' benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.

**Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course.**

B The determination of what constitutes an excused versus an unexcused absence shall be made by the instructor.

C. **An instructor may require a student to furnish documentation substantiating that an absence should be considered “excused” if absences become excessive or occur at questionable times (for example, on the day of an exam).**

D. Instructors may reduce course grades after unexcused absences exceed 10% of the total class hours that will take place throughout the semester.

E. Instructors may drop a student from a class with the concurrence of the division**/**campus administrator when unexcused absences exceed 15% of the total class hours that will take place throughout the semester and when the excessive absences preclude the possibility of the student attainingthe stated learning outcomesfor the course.

F. Individual course attendance policies shall be consistent with this procedure. Instructors must include in their written course syllabus a statement defining specific attendance policies for their individual courses. The printed course syllabus containing the attendance policy should be distributed during the first day of class. Under unusual circumstances, the syllabus may be distributed after the first day of class, but in no event shall it be distributed later than the first week of class.

G. Students are expected to attend all scheduled classes/laboratories and are responsible for all class work and assignments.

H. The College expects that instructors provide absent students with the chance to make up work, if feasible**,** when an absence has been excused.

I. Students are subject to procedures and requirements approved under this administrative procedure, which will be printed in the Student Handbook.

1. Division or discipline faculty groups may develop attendance policies or guidelines for faculty in their respective group. Such policies shall be consistent with AP 661.

**Make-Up Policy** :

A student will have five (5) school days to make up any work missed by an excused absence

unless other arrangements are made.

**COURSE INFORMATION**

**Meeting time/Location** – everyday for 90 days (70 minute periods) Room 108

**Five Period Schedule**

|  |  |  |
| --- | --- | --- |
| **Class** | **Time** | Minutes |
| **Period 1** | **7:50 – 9:15** | **85**  **Homeroom included** |
| **Period 2** | **9:19 – 10:29** | **70** |
| **Period 3** | **10:33 – 12:17**  **Lunch – 10:33 – 11:03**  **Class – 11:07 – 12:17** | **Total = 100**  **Lunch = 30**  **Class = 70** |
| **Period 4** | **10:33 – 12:17**  **Class – 10:33 – 11:10**  **Lunch – 11:10 – 11:40**  **Class- 11:44 – 12:17** | **Total = 100**  **Class = 37**  **Lunch = 30**  **Class = 33** |
| **Period 5** | **10:33 – 12:17**  **Class – 10:33 – 11:47**  **Lunch – 11:47 – 12:17** | **Total = 104**  **Class = 74**  **Lunch = 30** |
| **Period 6** | **12:21 – 1:31** | **70** |
| **Period 7** | **1:35 – 2:45** | **70** |

**Note:**

* **74 minutes classes include 4 minutes of pass time.**
* **Homeroom is included in the first period**
* **First period begins five minutes late**

**Delayed Opening Time**

Palmyra Area School District policy:

one or two hour delay

educe time of first and second period

**Academic Dishonesty**

Palmyra School District Policy

**ACADEMIC DISHONESTY** is defined in Administrative Procedure 594. A partial description of this procedure is given below.

“Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work.” It includes, but is not limited to:

A. Cheating - giving or receiving answers on assigned material, using materials or aids forbidden by the instructor ... unauthorized possession of examinations....

B. Plagiarism - offering someone else's work, words, or ideas as one's own or using material from another source without acknowledgement.

C. Interference – interfering without permission with the work of another student, either by obtaining, changing or destroying the work of another student.

D. Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.

E. Falsifying of one's own or another's records

F. Knowingly assisting someone who engages in A - E above.

Penalties for students found to have committed academic dishonesty include, but may not be limited to, the following:

A. Lowering of a grade or failure for a particular assignment,

B. Lowering of a grade, failure, and/or dismissal from the course.

C. Disciplinary probation-may include a limitation on credits, mandatory repeat of a course, etc.

D. Suspension from a curriculum.

E. Suspension from the College

**PLAGIARISM PROCEDURE**

**Definition:**

Plagiarism is the uncredited use of another's words or *ideas.* If a student uses someone else's words, he/she must put quotation marks around them and credit the source in a parenthetical citation, and Works

Cited page. If a student *paraphrases* the words of others, or puts those ideas in his/her own words, it still must be made clear (by way of citations) that the ideas belong to and originate from another person. Information considered to be common knowledge does not require a citation. This will ultimately be determined as such by the teacher. Failure to credit borrowed words or ideas is a serious breach of academic integrity, which undermines this educational institution.

Plagiarism may include any of the following:

1. Submitting as one's own an assignment written (in part or as a whole) by someone else.
2. Copying someone else's words and/or ideas and representing them as one's own.
3. Using material from another source without citations.
4. Omitting quotation marks from material that is quoted verbatim from another source.

**Consequences:**

Once plagiarism is proved (i.e., the original source is located, or the student admits the offense), the following consequences will ensure:

• The student will be assigned a zero for the assignment in question.

• Parents will be notified.

• The administration will be notified.

*Borrowed in part from: Harris, Robert A. The Plagiarism Handbook. Los Angeles: Pyrzak Publishes, 2001. Harrisburg High School Harrisburg, IL*

EEOC/PHRC Statements

**EEOC Policy 005:** It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression**,** veteran status, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active stepsto recruit minorities and women.

Inquiries should be directed to the Assistant to the President, One HACC Drive, Harrisburg, PA 17110, Telephone (717) 221-1300 - Extension 1537.

**PHRC Statement:** The Pennsylvania Human Relations Act (“PHRAct’) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www. phrc.state.pa.us.

If an accommodation is needed, please contact:

<http://www.hacc.edu/StudentServices/DisabilityServices/Contact-Us.cfm>

**GENERAL STATEMENT**

At Palmyra we use the block schedule of 90 periods of 72 minutes in length per semester. The First Semester we start with the Ancient World and cover until the Treaty of Westphalia in 1648. The Second Semester we begin with the Rise of Absolution and continue to the present. In order to take the second part of the course you must take the first part**. Each unit will also include instructional analysis and interpretation of a wide variety of primary sources such as documentary material, maps, statistical tables, work of art and pictorial and graphic materials supplied by our High School Library, Glencoe Publishing Company and my own personal collection. All assignments will be due as they fit into the historical sequence of things. (all projects, reading assignments, written papers and test will be due when we cover that area – example the Industrial Revolution) There are twelve major exams during the course each including at least one take home essay dealing with historical research and the use of both primary and secondary sources.**

**REQUIRED ELEMENTS**

Each student will be required to:

1. Historical Book Report – book assigned by the teacher (there will be both a written paper and oral presentation to teacher were questions dealing with historical preparation will be discussed)
2. Historical Reading Research Papers based on the idea of the Document-Based Essay Question of the AP Exam. This is to include a written paper and an oral presentation to the class along with an outline and visual aid. **Each student will be required to do four of these papers on Historical readings found in Everyman in Europe vol. I & II and Aspects of Western Civilization vol. I & II document books. These topics begin with the Ancient Greeks and continue to the Early 21st Century.**
3. **Here is a list of Observations/Questions Pertinent to the Evidence taken from AP Materials to help students analyze evidence and interpretations presented in historical scholarship. ( not all of the following will be relevant to each Document)** 
   1. **What is the literal meaning of the document.**
      1. **Biography of the author(s)**
      2. **Outline of historical times it is written in**
      3. **Reasons for** the **Document being written**
      4. **Reaction of others to the writing of the Document**

**b. How well situated was the author to observe and record the event?**

**c. Is bias a factor? (ideological, class, personal}**

**d. Is specialized information necessary to understand the document? If so, for which parts.**

**e. Does the report correspond to the dictates of formal common sense?**

**f. Is there corroboration with others.**

1. Maps and Map Tests on geography, history and modern states of Europe.
2. Unit Tests to include: short answer, multiple-choice, time lines, matching and essay both in class and take home. **Questions for each section will include both an analytical and interpretive nature.**

**TEXTBOOKS and READINGS BOOK**

Chambers, Mortimer et al. The Western Experience. Boston: McGraw-Hill College, 1999

Wallbank, T. Walter et al. Civilization Past and Present 7th ed. New York: Harper Collins, 1992

Mitchell, Allen, ed. Everyman in Europe vol. I & II. Englewood Cliffs, N.J.: Prentice Hall, 1990

Rogers, Perry M., ed. Aspects of Western Civilization vol. I & II. Englewood Cliffs, N.J.:

Prentice Hall, 1998

**COURSE OUTLINE**

I have included a simplified course outline along with examples of Critical Thinking Questions which are the heart of the course.

SECOND SEMESTER

**AGE OF ABSOLUTISM**

I. Europe in Transition

1. Shift in values

2. New Secular Outlook

3. Rise of Capitalism

II. Absolution

1. France

Louis XIV –“Sun King”

Idea of National Boundaries

2. Russia

Peter the Great

Catherine the Great

3. Prussia

Frederick I

Frederick William I

Frederick the Great

4. Austria

Leopold I

Pragmatic Sanction

Maria Theresa

5. England

Restoration

Rise of Parliament

Cabinet

Political Parties

6. Diplomatic Revolution

7. Seven Years' War

8. Partition of Poland

9. American Revolution

Critical Thinking

Discus the nature of the shift in fundamental European values after 1648. How were these values different from those of a century earlier? Why had such a monumental shift occurred?

**FRENCH REVOLUTION**

I. French Revolution

1. Era of Absolute Monarchy

2. Old Regime

3. Three Estates

4. Financial Crisis

5. Bastille Day - July 14, 1789

6. Government and Domestic Policy

King-Estates General 1789

National Assembly-King 1789-1791

Legislative Assembly-King 1791-1792

National Convention 1792-1795

Directory 1795-1799

II,. Rise of Napoleon

Consulate 1799-1804

Empire 1804-1815

European War

Napoleon and America

Critical Thinking

Trace Napoleons rise to control of France and domination of Europe by 1807. Was he skilful or simply lucky in his career?

( "Great Man " theory of history ).

**19th. CENTURY REVOLUTION, REACTION AND REFORM**

I. Congress of Vienna

1. Treaty of Paris

2. Changes in the map of Europe

3. Holy Alliance

4. New Ideas

Liberalism

Nationalism

5. Quadruple Alliance

6. England - Reforms

Corn Laws Peterloo Massacre

Chartism

Abolition of Slavery

Factory Act

7. Belgium - 1830

II. Four stages of a Revolution

Ist - Students, workers, middle class. pressure the established regimes for reforms

2nd- government gives way, demands are temporarily granted

3rd- revolutionaries start fighting among themselves

4th- established regime takes advantage of the rebel's disunity to re-establish its power

III. Revolution of 1848

1. France

2. Germany

3. Italy

4. Austria

IV. European Political History 1850-1890

1. Crimean War

2. Second French Empire

Franco-Prussian War

3rd Republic Dreyfus Affair

3. Italian Unification

Kingdom of Sardinia

Risorgimento

4. German Unification

Kingdom of Prussia

Zollverein

Second Reich

5. Interaction between German and Italian - Wars of Unification Danish Wars

Austrian War Franco-Prussian

6. Russia warm water port

Decembrist Revolt

Crimean War

Westernizers v. Slavophiles

Russo-Japanese War

1905 Revolution

7. England Peaceful Reforms

World Power Victorian Period

8. Ottoman Empire

9. Austria - Dual Monarchy

10. Ireland

11. Switzerland

12. Spain and Portugal

13. Sweden

14. Denmark

15. Norway

16. Finland

17. Netherlands

18. Postage -Stamp Sovereignties

Critical Thinking

Cavour and Bismarck are both considered master diplomats, true Machiavellians. Do you think the two were justified in adopting illegal and immoral means to achieve national ends?

**THE INDUSTRIAL REVOLUTION**

I. Types of Revolution

1. Political

2. Agricultural

3. Social

4. Commercial

5. Transportation

6. Industrial

II. Stages of the Industrial Revolution

First 1750-1871 (Iron and coal)

Second 1871-1960 (Steel and Petroleum)

Third 1960- \_\_\_\_ (Plastic and Nuclear)

III. Men and Ideas

Assignment

1. Define the term Industrial Revolution

2. Explain why and how it came about

a. Where did it start?

b. What advantages did that nation have over the others?

3. List the outcomes or results of the Industrial Revolution.

a. How did life change?

b. What influence did it have on workers?

4. Who was Karl Marx? What were his ideas and how was he influenced by the Industrial Revolution?

Critical Thinking

Defend the view that the human costs of industrialisation were more than justified by the later improvement in material life.

Consider the cultural responses to an age of change. What functions do artists perform in processing the varied themes and emotions of a revolutionary time?

**AGE OF IMPERIALISM**

I. Imperialism

1. Reasons for Colonies

Nationalism

Military

Economic

Religious

2. Race for Colonies

II. British Dominions

1. South Africa

2. Australia

3. New Zealand

4. Canada

III. Africa

1. European Exploration

2. France East-West Empire

3. England North-South Empire

4. Belgian Congo

5. Berlin Conference-1884

6. Abyssinia

7. Liberia

IV Asia

1. India

Seven Years War

British East India Co.

Sepoy Rebellion

Indian National Congress

2. Russia-Siberia

Warm Water Port

Russo-Japanese War

3. China

Treaty Ports

Open Door Policy

Boxer Rebellion

4. Japan

5. Southeast Asia

V. Pacific islands

Critical Thinking

Compare and contrast the idea of Old World and New World slavery.

**WORLD WAR I**

I. Europe 1890-1914

1. Bismarck's Foreign Policy

France

Austria

Russia

England

2. Alliance System

3. Policy of Brakemenship

Algeciras (Moroccan)-1906

Balkan War 1912, 1913

4. War Aims

Central Powers

Allies

II. World War I

1. Schlieffen Plan

2. Fronts

Western

Eastern

Italian

Mediterranean

Atlantic

Middle East

Home

3. Battles

4. Leadership

5. American Involvement

6. Modern Warfare

7. Treaty of Versailles

8. League of Nations 9. Big Four

Critical Thinking

1. Describe in detail Bismarck's foreign policy. Show how its breakdown

brought about World War I.

**BETWEEN TWO WORLD WARS**

I. Western Europe 1919-1939

1. Economic Disasters

2. Era of the Red Terror

3. Italy

Benito Mussolini:

Italian Fascist Party

Relations with the Church

Domestic Programs

Foreign Intervention

1. Germany

Economic Periods

Weimar Republic

Adolph Hitler

Nazi Party

Domestic Policy

Road to War

5. France

Maginot Mentality

Reparations

Popular Front

6. England

Economic Problems

Ramsay MacDonald

Statute of Westminster

7. Portugal

8. Spain

II. Eastern Europe

1. Finland

2. Czechoslovakia

3. Baltic States

4. Poland

III. Russia

1. Autocratic Rule of the Czars

2. Russo-Japanese War

3. 1905 Revolution

4. World War I

5. 1917 Revolutions

February/March

October/November

6. Civil War

7. War Communism

8. Leadership

Lenin

Stalin

9. Domestic Policy

10. Foreign Policy

Critical Thinking

How did the economic problems caused by the Great Depression help pave the way for the rise of fascism?

**WORLD WAR II**

I. Road to War

1. Failure of the League

2. Kellogg-Briand Pact

3. Japan Invades Manchuria

4. Ethiopia-1936

5. Rhineland-1936

6. Spanish Civil War 1936-39

7. Rome-Berlin Axis

8. Anschluss-1938

9. Czechoslovakia-1938

10. Nazi-Soviet Pact 1939

II World War II

1. Invasion of Poland

2. Fall of France

3. Battle of Britain

4. American involvement

5. Germany invades Russia

6. War in Asia

7. Allied Offensive

Europe

Africa

Asia

8. Final Victory

Critical Thinking

Attack and defend Truman's decision to use the atom bomb.

**POST WAR EUROPE**

I. Elusive Peace

1. United Nations

2. Nuremburg Trials

3. Cold War

II. Post War Western Europe

1. Germany

Austria

France

England

Spain

Italy

III. Soviet Union

1. "Crimes of Stalin Era"

2. Nikita Kruschev

3. Mikhail Gorbachev

4. Eastern Europe

Yugoslavia

Hungary

Czechoslovakia

Poland

5. German Unification

IV. Western European Community

Critical Thinking

How did the cold war limit the effectiveness of the United Nations?

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